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> LEADERSHIP

IPLA Strategic Plan

By Bill Gavaghan, IPLA Executive Director

In the May 2007 issue of IPLA's newsletter, I shared with you IPLA's new program including our strategic objectives and 13 curriculum standards. In April of 2007 a measurement team was organized to write metrics for the strategic objective.

The measurement team, consisting of a superintendent, middle school principal, elementary school principal, teacher and IPLA staff, met in April 2007 to write rubrics for the 13 curriculum standards. Teresa Arpin of Transformation Systems, Ltd. was hired as a consultant for the project. After several drafts, the rubrics are presently being piloted by 25 principals in group 44 during regular academy sessions.

The pilot period periods run from October 2007 to April 2008. Final changes to the rubrics will be made by the measurement team in May. The rubrics will officially become a part of IPLA's program in June 2008 with group 45.

The self-assessments measured by the rubrics by academy participants will provide the IPLA staff valuable feedback for two reasons. First, it will inform us about the degree to which the IPLA strategies are moving the academy closer to our mission/vision. Second, it will provide more formal data to evaluate IPLA's program. (See IPLA Update on page 5)

This past summer a 16-member Action Planning Team met to develop an action plan for IPLA over the next three years. The team finalized 10 results with a total of 35 action steps.

Result 1: Instruction is designed to accomplish specific outcomes (from the standards rubrics: Leadership, Teaching and Learning, Culture, Communication) and includes modeling, guided practice, and assessment of learning.

Result 2: The curricular standards for IPLA programming are operationalized in rubrics that are used to guide the design of instruction, facilitate the assessment of participant learning, and provide summative data for the IPLA program.



(continued on page 7)



Dr. Todd Whitaker is a Professor of Educational Leadership at Indiana State University in Terre Haute, Indiana. Prior to coming to Indiana, he taught at the middle and high school levels in Missouri. Following his teaching experience, he served as a middle school and high school principal for eight years. He also served as a middle school coordinator in Jefferson City, Missouri. His work has been published in the areas of teacher leadership, instructional improvement, change, leadership effectiveness, technology, and middle level practices. His books include *Dealing With Difficult Teachers*, *Motivating & Inspiring Teachers*, *Dealing With Difficult Parents*, *What Great Principals Do Differently*, and the best seller, *What Great Teachers Do Differently*. He is recognized as an inspirational and distinguished speaker.

*This is an RSVP event.
Seats are limited to the
first 50 to respond.*

*Please complete the registration
form and return it with a check
or P.O. made out to the IPLA
Alumni Association.*

TODD WHITAKER

Dealing with Difficult People

**February 12, 2008, 8:30 AM to 4:00 PM
for Administrators and Teachers
Sheraton Indianapolis Hotel & Suites**

Name _____ IPLA Group Number _____
(if applicable)

First Name for Name Tag _____

Position: ☐ Principal ☐ Teacher ☐ Superintendent ☐ Other
(check one)

School Name _____

School Address _____

City _____ State _____ Zip _____

Phone _____

Corp/Organization Name _____

Corporation Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____
(required)

Home Address _____

City _____ State _____ Zip _____

Participant Registration

Registration

\$50

Your fee of \$50.00 will cover your
registration and cost of food at break.

Please check method
of payment.

☐ Check # _____

☐ PO # _____

Make checks payable to:
IPLA Alumni Association

RSVP by January 25, 2008.

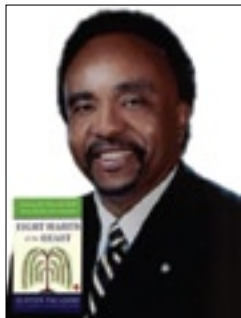
Mail registration form to:

Maggie McGrann - IPLA - Room 229, State House - Indianapolis, IN 46204

Telephone: (317) 234-0331 Fax: (317) 232-9005



Day 1 will feature a keynote presentation by Dr. Robert Marzano. He will present Research-Based Classroom Strategies and techniques for building students' vocabulary.



Day 2 will feature a keynote presentation by Clifton Taulbert from the Building Community Institute on the "Power of Community." Also, Dave Emmert will be giving an update on Indiana Educational Law.

**REGISTRATION
OPEN TO ALL
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Available**

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January 28-29, 2008

Sheraton Indianapolis Hotel & Suites

Indianapolis, Indiana • (888) 627-7814

**18th Annual
IPLA Winter
Conference**

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(if applicable)

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Position: ☐ Principal ☐ Teacher ☐ Superintendent ☐ Other
(check one)

School Name _____

School Address _____

City _____ State _____ Zip _____

Phone _____

Corp/Organization Name _____

Corporation Address _____

City _____ State _____ Zip _____

Phone _____ E-Mail Address _____
(required)

Home Address _____

City _____ State _____ Zip _____

Participant Registration

Registration

\$175

This covers the cost of registration, a continental breakfast on Day 1, and a buffet breakfast on Day 2.

Total Amount Enclosed _____

CRU Request

If you are interested in receiving 8 CRUs for this conference please provide your birthdate and the last four digits of your social security number.

____ - ____ - 19____ S.S. # ____ - ____ - ____

Registration Deadline is January 15, 2008 or until FULL.

No Refunds After January 18, 2008

Please indicate that you are a participant at the IPLA Winter Conference to receive block room rates at the Sheraton.

Hotel reservations must be made by December 28, 2007

Mail registration form to:

Maggie McGrann - IPLA - Room 229, State House - Indianapolis, IN 46204

Telephone: (317) 234-0331 Fax: (317) 232-9005

Visit the IPLA website at www.doe.state.in.us/ipla to view an agenda and conference details

Please check method of payment.

☐ Check # _____

☐ PO # _____

Make checks payable to:
IPLA Alumni Association



IPLA Profile

*Janet D. MacLean, Ph.D., Deputy Superintendent,
East Allen County Schools, New Haven, IN — jmaclean@eacs.k12.in.us*

What is your area of training? My professional career actually started in medical-social work. After three years in that field, I went back to school for two more years and acquired my elementary teaching license. I was awarded my first teaching position by a superintendent who had been my principal in junior high school—the year that John Kennedy was assassinated!

What was your IPLA experience like? The two years during which I attended professional development sessions organized by IPLA were the professional development highlight of my thirty-two years in education. Not only were we able to network and bond with administrators from throughout the state of Indiana, but we were able to have access to some of the best minds and practitioners in the field.

What is your connection to IPLA? Thankfully, a former superintendent felt that this organization had the power to support and nurture aspiring administrators. We had the opportunity to hone our skills and avoid some of the pitfalls and errors often made simply due to not knowing the “right tools of the trade.”

Bill Gavaghan, our current IPLA Executive Director, was one of my mentors during my four years as a middle school principal. He had a profound influence on our development as a C.L.A.S.S. training site and the implementation of a team approach to teaching adolescents.

How IPLA benefited you/contributed to your professional life? IPLA launched me into a rewarding and successful six years as a building level administrator. I left the program with confidence, hope, and a determination to make a positive difference in the lives of my faculty, staff, students, and their families. Throughout my eleven years in school administration, I have participated in numerous IPLA Winter Alumni Conferences. These experiences have sustained the positive experiences that I had during my years with cohort #31.

What is your philosophy of education? My social work/psychology background impressed upon me the fact that public education is our society’s equalizer. . . . Through quality learning experiences and exposure to caring, passionate learners/teachers, all children have unlimited potential and opportunities. Education can open doors that may have remained closed in children’s lives, provides hope where despair is prevalent, and enriches our society, culture and the world. What a wonderful career this has been!

What you have been doing? After thirty-two years in the same school district, with children grown and out of our home, I was provided an opportunity to move into a more diverse, larger school district as Deputy Superintendent. I have been so fortunate throughout my career as I’ve been

afforded incremental steps as I’ve developed and grown. This move has been exciting, challenging, and enriching. I’ve never made a move in my career that did not have a positive outcome. It was an act of courage at age 57, but will help me grow and continue to make contributions in the field.

What you are focusing on? East Allen County Schools encompass approximately 343 square miles and include 18 schools. The district extends to the north and south beyond the Fort Wayne area and almost to the Ohio border. There are five “cluster areas” in this large geographic area with many very different challenges and demographic configurations. There are high-poverty urban areas, rural/Amish communities, suburban/affluent neighborhoods and school attendance areas that are rich in tradition and historical significance.

The district is transitioning from a site-based system to more of a systemic and systematic organization. School leaders need to be afforded a degree of autonomy so that creativity and individual school community needs can be addressed. However, in the accountability era, there must be a strategic plan, common assessments used to drive decision-making from the classroom to the district level, and a common focus to guide professional development and programmatic decisions throughout the district.

Something that you have done recently... The majority of my energy since July 1st has been to acclimate myself to a new work environment and school community. In addition, central office leadership positions were significantly redefined and reorganized resulting in several new administrative assignments. I’ve worked hard to make the transition as “painless” as possible for all involved!

Conferences you have attended, etc. I have attended several national conferences during my career. However, I am committed to classroom-embedded professional development and feel that bringing the best and brightest into our schools and classrooms generates improved teaching methodologies and increased learning for students more than any conference. IPLA adheres to this philosophy by encouraging participants to partner in one another’s schools and learning through collaboration ~ in the same manner that we hope teachers will interact.

What is your favorite quote? If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. —Chinese proverb

What are you reading at the moment?

Lots of e-mails! Seriously, one of the best professional books I’ve read in the past year was, *Creating Literacy Rich Schools for Adolescents* by Gay Ivey and Douglas Fisher. Elementary schools/teachers have focused on quality literacy instruction for years, with the positive gains diminishing for many students as they enter secondary grade levels. These authors offer many practical and effective strategies for teachers in the middle and high school setting that will strengthen adolescent writers’ and readers’ skills.



IPLA Update

A conceptual framework for measuring outcomes.

In April 2007, a measurement team began a series of meetings that led to the recent draft publication of IPLA's performance assessment based rubrics. As the IPLA moves toward full implementation of the rubrics, it is important to visit the process of the conceptual framework from which they were derived.

When the measurement team first met, its task was to write a conceptual framework for why the IPLA was moving toward the measurement of participant skills. The declared indicator that the measurement team used as its beacon during the development of the rubrics was:

Participants will demonstrate the competence to apply IPLA curriculum standard skills in the areas of: Leadership, Teaching and Learning, Culture, and Communication.

In the spirit of IPLA's core values, the approach to measuring the acquisition of skills related to the IPLA curricular standards was grounded in performance assessment and incorporated individual reflection, professional learning communities and gathering feedback from various stakeholders. The measure of attainment in these broad leadership areas required a more discreet description of the specific skills and competencies implicit in the curricular standards.

The IPLA core values include the beliefs that *"Individuals learn best when they are actively engaged in their own learning,"* and *"Individuals learn from each other."* Performance assessment typically establishes clear criteria for excellence and those criteria are known by and shared with the performer. Therefore, more detailed descriptive criteria were developed for each major area of competence in the IPLA curriculum. These were then articulated in a rubric format and designed to provide a clear operational definition of the target skills. These "criteria" were then made available to participants through the rubrics so that they could develop a richer understanding of the target skills in order to allow them to make connections between activities/events and their purpose. In addition, participants could also begin to self-assess and guide their own learning.

Assessment for the purpose of learning, relative to the IPLA criteria, was seen as an ongoing process. Individual and network activities should incorporate opportunities for individual and collaborative reflection with the purpose of strengthening an individual's skills.

Assessment of participant learning, which is more summative in nature and is increasingly required by funders, serves two purposes. First, it provides feedback about the degree to which the IPLA strategies are moving the organization closer to its mission/vision. Second, it provides more formal data for program evaluation purposes. The assessment of learning will continue to use the defined criteria as well as individual reflection and feedback from colleagues and other stakeholders. These data will be managed to allow for aggregate assessment of individual growth and program effectiveness on an annual basis.

> LEADERSHIP

Challenge Education

The use of experiential activities to create positive results

by Laura A. Borders CTRS MS Ed, Craig Middle School



The **SPICE Challenge Program** has been providing experiential learning to youth and adults throughout central Indiana for the past 10 years. Many schools that have participated in the program return each year because of the significant impact it has on their staff, students and the school community.

Challenge Education is the use of personal awareness, trust building and problem solving activities that can be facilitated on a ropes course or at a school location. The program provides experiential individual and group development exercises that strengthen self confidence, character and leadership skills. The program challenges each participant to stretch beyond their limiting beliefs about who they are and how they are in relationship to others. It encourages them to identify the attitudes, beliefs and behaviors that keep them from getting the greatest results as a student, team member and leader.

The SPICE Challenge Program is not just another ropes course. The focus of this program is to provide learning that results in high performance individuals and teams who will transform schools, workplaces and the community. This is accomplished through several programs that have been developed over the years. Here are just a few of our youth programs:

Challenge Education All students grades 3-8 to build caring school communities and classroom environments through team building initiatives

Teen Leadership Training for sports teams, student councils, peer facilitators and other leader groups.

BAP Behavioral Alternative Program for Middle and High School Students at-Risk. A 3 day alternative school program for students that are failing 2 or more classes due to noncompliance, low motivation and poor attendance.

Character Counts Program for students that have low academic achievement due to special needs. This program focuses on confidence building, communication and problem solving.

Just as important are the programs for adult participants. Staff development with Challenge Education is a great way for administrators, teachers and other staff to embrace a common vision, build team unity and create a school climate that fosters the greatest learning potential for each student.

The positive results of these programs have been documented through subjective and objective data collection. Administrators, teachers and students have shared the benefits of program participation. Testimonials and other information are available upon request.

For further information about the SPICE Challenge Program and any specific program results, go to www.ccs.k12.in.us/hbm/challenge.htm



International Education

Fostering global citizenship and respect

by Caterina Gregor Blitzer, Coordinator of
International Education, Indiana Department of Education

The theme of the eighth annual International Education Week, November 12 – 16, 2007, recognizes the importance of teaching our children to be responsible, respectful world citizens. Indiana today is more diverse than many could have imagined even twenty years ago. International investment, immigration and the global reach of our Indiana businesses and institutions are transforming many of our school communities. In fact, the IDOE Office of Language Minority and Migrant Programs lists 234 languages spoken in the homes of English language learners new to Indiana. Indiana is home to over 850 foreign-owned firms and our internationally-friendly business environment continues to attract investment from Asia and Europe. Indiana is the 11th largest exporting state in the U.S. One in five U.S. jobs is now tied to international trade, a proportion that will continue to increase. (U.S. Census Bureau, 2004)

Indiana is working with national education policy experts to build and implement an effective, relevant international education plan as part of the Asia Society's States Network on International Education in the Schools (<http://www.asiasociety.org/education/>), and is one of seven states to have appointed a Director of International Education. Indiana's first summit on

international education will be held February 1, 2008. It is an opportunity for Indiana leaders to build consensus and articulate goals for international education programs for Indiana schools and pre-service teacher programs. Summit proceedings will be broadcast and made available in print and electronic formats.

Research done for The National Coalition on Asia and International Studies in the Schools shows that among the best ways to strengthen international education are:

- Increasing teacher knowledge about the world
- Expanding world language skills
- Building international school partnerships and exchanges
- Connecting teachers and K-12 students with higher education resources
- Infusing international content into existing programs

We welcome your involvement, collaboration, ideas and examples as we develop international education programs for principals, teachers and students that prepare students for their role in the global economy – in Indiana and around the world.

Opportunities for engagement and collaboration:

For information on these opportunities, please contact Caterina Gregor Blitzer, Director of International Education at cblitzer@doe.state.in.us 317-234-2375

- Please respond to the request from Dr. Suellen Reed to complete

BOOKS FOR LEADERS

The Question Behind the Question

by John G. Miller

Book review by Liz Hall, graduate student of Butler University's Experiential Program for Preparing School Principals (EPPSP) and an English teacher at Chapel Hill 7th and 8th Grade Center, MSD of Wayne Township

“Who’s watching you?” This important question is shared in John G. Miller’s book, *The Question Behind the Question*. I recall an event that took place in my youth. My younger brothers and I had been playing on our front lawn when a thunder storm rolled in and rain began pounding us as we ran for the front porch. I reached the porch first, grabbed the handle of the glass door and ran inside the house, slamming the door and locking it behind me. The door shattered. I will never forget the hours that followed as all three of us sat silently on the couch waiting for my father to come home after work. My time on the couch was spent playing that scene over and over in my head trying to find a reason for that door shattering. It wasn’t my fault. It couldn’t be *my* fault.

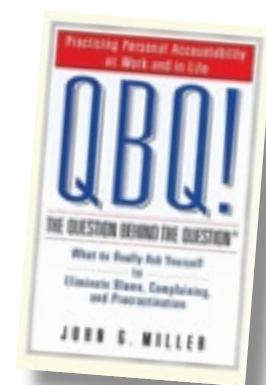
When my father finally arrived, there was a lot of crying and finger pointing. Each of us had our reasons for why we were not responsible. My father, unable to get the answers he wanted, grounded us all. In hindsight, it

wasn’t that he wanted to know what happened; he wanted us to accept personal responsibility for our actions.

The Question Behind the Questions is not a book that offers a new concept or a “magic wand” to improve our lives, but it is a book that reminds us that we are personally responsible for our successes and failures. It’s about making a difference by changing ourselves, not others. It’s about owning our mistakes and learning from them. It’s about personal accountability.

When we find ourselves in difficult situations, our first reaction is usually negative. We think to ourselves “Why is this happening to me?” Incorrect questions don’t solve problems. Incorrect questions assume that the problem is caused by someone else, and we are the victims. However, there comes a time when we just have to make a choice to quit looking for excuses and to begin looking for opportunities to make positive changes. John G. Miller emphasizes the importance of disciplining our thoughts to ask better questions that will lead us to better results. He suggests three simple guidelines for asking better questions:

- Begin with “What” or “How”
- Contain an “I”
- Focus on action





an electronic survey of the current state of international education and international exchange activities in Indiana schools.

- Celebrate International Education Week November 12 – 17, 2007. <http://iew.state.gov/>. Join Dr. Reed and international students and their hosts at International Education Night with the Indiana Pacers, November 17th. Ask your Mayor or City Council to present a resolution recognizing exemplary schools for their programs in world languages, international clubs, study and teaching abroad and hosting international students and teachers.
- Engage with Indiana's international partnership agreements that foster teacher exchanges, professional development for teachers and administrators, international benchmarking and, most important, school-to-school partnerships.
- Complete a school profile to be matched with a partner school in Taiwan, France or Spain and other countries. <http://www.doe.state.in.us/htmls/divisions.html>.
- Participate in the first Annual National Schools Conference on International Exchange, February 28 – 29 in Indianapolis. Nominate your school for a Global Classroom Award recognizing schools that promote school-wide feelings of inclusiveness and global curiosity while hosting international exchange students or encouraging our students to study abroad. www.csiet.org

Contact Caterina Gregor Blitzer, Director of International Education, to be included in notices of programs and grant opportunities for you and your school community. cblitzer@doe.state.in.us 317-234-2375.

Using this framework to improve the questions we ask, allows us to avoid being the victim when faced with a difficult situation or issue. It frees us from asking “Why me?” to asking “How can I improve this situation?” or “What can I do to support others?” John G. Miller makes a valid point in stating that “There is not a chance we’ll reach our full potential until we stop blaming each other and start practicing personal accountability.”

The Question Behind the Question includes inspirational stories and examples of personal accountability. Additional points that are applicable to education include the following:

- When communicating with others, don’t ask “Why don’t they communicate better?” Ask “How can I better understand you?”
- Don’t complain about things beyond your control.
- Believe or leave.
- Succeed *within* the box. Ask how we can achieve with the resources we currently have.
- Don’t procrastinate.
- I’m not a finished project, are you?

Miller’s book affirms my belief that if I think like a leader, I am a leader. I can’t change others, but I can change me. I am capable of making positive choices, and taking action for personal accountability. Who is watching you?

(PLAN continued from page 1)

Result 3: Facilitators are recruited, selected, and prepared to insure that they model the 13 curriculum standards and are able to support learners in attaining them.

Result 4: Participants in the Academy practice and get feedback on their application of the Academy content at their schools.

Result 5: IPLA provides participants, through appropriate technologies, opportunities to extend their learning, to apply their learning, and to network with others.

Result 6: Process skills are recognized and incorporated throughout the Academy (e.g. reflection, brainstorming, and self-assessment).

Result 7: IPLA’s Coaching program is designed to accomplish specific outcomes.

Result 8: IPLA collaborates with the Indiana Department of Education Title I program to design a two year Academy for principals and selected school leadership teams.

Result 9: IPLA implements, in collaboration with the Title I staff, the first iteration of the Academy.

Result 10: Stakeholder awareness of IPLA programs result in a substantial increase in the enrollment of principals.

The changes made during 2006-07 are robust and will ensure IPLA continues to lead the way in providing high-quality professional development for educational leaders to improve student learning.

QUOTE CORNER

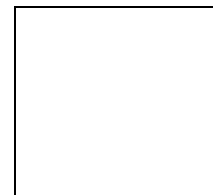
“Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around”

Leo Buscaglia

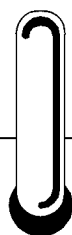


INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

Room 229, State House
Indianapolis, IN 46204-2798



CALENDAR



2008

Jan. 28-29 18th Annual IPLA Alumni Winter Conference
Sheraton Hotel and Suites at Keystone
and the Crossing

Feb. 12-13 IPLA Academy Group 43 & 44
Communication Session
Sheraton Hotel and Suites at Keystone
and the Crossing

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